

## Usability Study of website “Happy Chinese – Magic Five Lessons”

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**Abstract:** Nowadays, the Chinese language has become more and more popular, because many people are attracted by the five thousand years of Chinese history and culture; and some people want to learn Chinese because they need the language skill for their jobs. In addition to these two groups, some people may still need to decide indeed which language they will start to study, so they may still be searching. There are too many different resources online now for teaching Chinese. However, a website clearly only targeting to the very beginners of Chinese language learning is necessary in this era of information exploration. My master’s project was to develop and evaluate the usage of the website “Happy Chinese – Magic Five Lessons” I designed. I used text, pictures, and even videos to create this website. More people may benefit from this website in the future to make their decision of starting learning Chinese, or to gain very basic Chinese language knowledge, and to explore very basic Chinese traditional culture.

### Statement of the Problem

Chinese is one of languages spoken by the most populous county in the world. Many people want to learn Chinese for their business purpose. Since China’s GDP grew quickly in recent years, more people see the economic benefits which the skill of communication in Chinese language could bring to them (Yang, 2008). China is also one of the countries which has a really long history, about five thousand years. This attracts many people who want to learn Chinese language for academic purposes. In addition, some people just because of their self-interests decided to try to learn Chinese. No matter which reason makes people begin to study Chinese, the fact is the teaching market in huge, which means there are a lot of demands in Chinese learning among adults.

However, adults are usually very busy. Thanks to the development of digital tools, the online learning enables adults to conduct their study in a flexible schedule and location. Especially the tool of website, no requirement and deadlines at all for the learners’ study, therefore the learners have enough freedom to organize their own study progress. Nowadays, many cell phones are also able to check websites, so the flexibility of the studying is increased even more. Therefore, I want to create a website called “Happy Chinese – Magic Five Lessons”, which can provide the learners a one-stop place for getting to know some basic Chinese language and Cultures to begin their studying or to decide if they want to choose Chinese as their foreign language to learn in the future.

My website is very unique, only five lessons, and each lesson has very limited content. So, I named my website “Happy Chinese – Magic Five Lessons”. The reason this website was called magic, because during the five lessons, I didn’t cover tons of vocabulary or complex sentences or grammar, but those lessons were interesting enough to increase the learners’ curiosity in Chinese traditional culture and their confidence in learning the language. Learners are the center of the teaching, and the limited content is easily for them to handle. The Microlearning becomes more and more popular; smaller modules are easier of catching learners’ attention in nowadays the type of the speedy society (Sood, 2019). The other benefit of doing this was to give the very beginners a big confidence in learning a new language; because they could feel they can see the ending point of the instruction and clear goal to reach. After they finished these five lessons, the learners might feel more satisfaction even better than they imaged before, because they became now “graduated learners”, a big milestone for them! This website was also a great introduction resource to whom still searching a new language to learn. They can easily get the sense of what kind of the language and culture Chinese is.

My master project was a usability study to develop and evaluate the navigation and effectiveness of the website of Happy Chinese-Magic Five Lessons. In the e-learning complex environment, the learners usually get instant impact by the usability because they interact with the technology that is used to deliver the educational content immediately (Sandars, 2010). Therefore, the usability study was the key to the website’s success. On this website, there were not only the text and pictures, but also contained videos. Therefore, the easy navigation and smooth access to the visual tools was very important for the learners to have a happy experience of the learning process through the website.

## **Literature Review**

Traditionally, people usually have to go to school to study a new language, or have to hire a family teacher to study it. Nowadays, the learning of a new language becomes easier. E-learning and Web-based Instruction brought a big change to traditional education in a good way to learners (Liu, Lo, Wang, 2013). The online learning enables the students to learn a new language on a flexible location with freely schedule. Today the website became even more convenient. In the area of foreign language learning, the development of smartphone technology benefits learners a lot because of the free of time and location, and its great convenience (Xu & Peng, 2017).

Storytelling is very important for humans (Yang, 2008). The multi-media tools enable the website to teach with pictures and videos containing the storytelling elements to raise up students’ interests in the learning. “It is helpful to consider the Web not simply as a new medium for distance education delivery, but also as a partnership offering a new teaching paradigm and new technology, creating the potential for fundamental changes in how we undertake teaching and learning” (Caplan & Graham, 2008, P. 252). The website technology is a way to help students become active learners (Caplan & Graham, 2008). In addition, because “the instructional practices of teachers influence the learning

experiences they plan for students and hence student learning outcomes” (Gong, Hu, Lai, 2018, P. 224), the teacher appears in the video will help learners to get better communication with the content of the website. “What I did not realize before is that I have already been demonstrating to the students a multilingual and multicultural model every day without knowing it” (Hsu, 2014, P. 17). Youtube videos can be a great resource for learners because of the easy access in the world. YouTube has big market both in the U.S. and internationally, and one of the reasons for it getting so widely used is that YouTube has great social networking functions such as embedded code for posting the videos on blogs, and its ease of uploading and playing videos (Cuddy, 2010). Nowadays, the videos are more widely used for elearning because the speed of Internet, the cost, and the technique of the devices and tools are no longer big issues to consider. (Sood, 2019)

Nowadays, the low-cost videos are becoming new multi-media teaching materials, and are used often on websites for motivating students’ interests in learning (Simo, Fernandez, Algaba, Salan, Enache, Albareda-Sambola, Bravo, Sune, Garcia-Alminana, Amante, & Rajadell, 2010). Two categories of each lesson on the “Happy Chinese – Magic Five Lessons” website contained videos, so totally at least ten videos were posted on my website. Even though my website was not completely video-based learning, how to interact between the web and YouTube channel (including the design and navigations) was very important for the success of the website. In addition to the videos, how the text and pictures were displayed are also very important. The emotion which the website expressed through the design can affect the user’s trust level for the website (Pengnate & Antonenko, 2013). Only when the users trust in the website, they can begin to feel interested in spending more time to explore the website. The systematic process of testing the level of ease for navigating website and accessing the tools on it, which is called Usability Testing, is to exam how the users can use the website as the educational tool to reach their goals. (Sandars, 2010). If there is any difficulty to access to the content or navigate through the website, that will make the website visitors to loss the interest in learning the language quickly. Therefore, the usability study of the website of “Happy Chinese – Magic Five Lessons” was very important for the website’s future visitors.

## **Methodology**

### Research Questions/Objectives.

The purpose of this usability study was to develop and evaluate the usage of the website of “Happy Chinese - Magic Five Lessons” for adults’ learners to study basic Chinese on this website.

Research Question 1: How easily are learners able to navigate through the website?

Research Question 2: How efficiently are learners able to access the videos on the website?

### Content Analysis.

The website contained five lessons on the homepage. When the learners clicked on each lesson buttons, they entered into another sub-home page which contained the four categories of Visual Classroom, Vocabulary, Sentences & Grammar, and Culture Corner, and only focusing on that specific lesson's topic. The topics of the five lessons were designed as Self-Introduction, Numbers, Colors, Hobbies, and Fruits. Please see the wireframes in Appendix A for reference. The Visual Classroom was a page which contained the video for the specific lesson. After students watch it, they can continue the lesson by clicking Vocabulary to study the key words appeared in the video. After that, the learners continue to click on Sentences & Grammar section to learn the key sentences and read the instruction about the Grammar points. The grammar points were explained in English. On each page, I designed a simple button by using the same lotus image with all five lessons to re-link back to the video, in case the learners needed to review the pronunciations while they were learning the words and sentences. On the pages of Culture Corner, I used another lotus photo I took (same for all the five lessons) to link to videos I made and uploaded to my YouTube channel for telling a Chinese old tales related to Chinese traditional culture. Each lesson had a different video, so totally there were five videos for the Category of Culture Corner pages. The designer made both the categories of Visual Classroom and Culture Corner heavily depended on videos. The videos for Visual Classroom were all spoken in Chinese, because I believed the students needed as much time as possible to listen to the target language. And the videos for Culture Corner were mainly spoken in English, to make sure the students to understand the deep culture easily.

### Participants.

#### Target audience:

The designer made this website (Happy Chinese – Magic Five Website) to target the adults who were the beginners of Chinese language learners. Most of the target audience should have learned Chinese pronunciation system already before they visited this website. However, they never learned or just began to learn the basic Chinese vocabulary and conversation. The learners don't need to know any Chinese culture before, but they might have some kind of interests in learning a foreign language and get to know a new culture. The learners must be native English speakers or who are able to speak English. The target audience may have high goal for their future learning, but they shouldn't think they can get a lot of high-level training from this website. The target audience should be prepared to just get very basic Chinese language knowledge and traditional cultures or feeling of learning Chinese from this website. Please see the Table 1 at below for more details about the target learners' Cognitive Characteristics, Physiological Characteristics, Affective Characteristics, and Social Characteristics.

Cognitive Characteristics	Physiological Characteristics
1. Be able to speak English 2. Be able to read text on website 3. Be able to handle using website	1. Be able to hear the audio from website 2. Be able to use mouse. 3. Age: Adults
Affective Characteristics	Social Characteristics
1. Motive to learn a new language 2. Have interests in learning Chinese Or have needs to learn Chinese	1. Like speaking with friends 2. Like challenging new things 3. Be able to study independently

Table 1. Learners’ Characteristics

My participants of the usability study were nine adults. Mainly the participants were Chinese language beginners or who haven’t started learning Chinese language yet.

#### Evaluation Instruments.

The usability of this website was studied by three huge categories: Pre-survey, Usability test, and Post-survey. The researcher did three rounds usability tests, with three participants for each round. Therefore, there were totally nine people participated in this study. All of them completed a Consent Form before they participated in my master project research study (before they did Pre-surveys). Please see the Consent Form in the Appendix G. The Pre-surveys were sent to the participants through email and their responses were sent back to the researcher before the Usability test. This Pre-survey contained ten questions; nine questions were multi-choices, and one question was open-ended. Please see the Pre-survey questions in Appendix B. The Pre-survey served a tool to gather the data about participants’ demographic information and their background of learning a second language and more specifically of Chinese learning.

The Usability tests were conducted on Zoom, a videoconferencing tool, and the researcher used the method of think-aloud tests. The participants were asked their permission to record the process. I wrote a script and had read aloud for each of them, so all the participants got same description of the project and same questions. Please see the script in Appendix E. There was no reward to them, but they got a sincere thank you “from bottom of my heart.” Their feedbacks were very important information to improve the website. And more people will benefit from the website in the future. The time they spent on participating in this usability study was valuable. The participants were given three scenarios. First scenario was to test the general usability throughout the website. The second and third scenario were designed to test the video’s accessibility.

After the participants completed total seven tasks throughout the three scenarios, they were asked two general questions: first question was if they liked the images on the website or not; and the second question was if they would want to recommend the website to their friends or not, and why.

Right after the Usability tests, all the participants were asked to fill out a Post-survey. There were a total of five questions in the Post-survey. Four questions were multi-choice and measured their general experience of the website visiting, and one question was an open-ended question for writing any suggestions or comments they had for the website. Please see the Post-survey at Appendix D.

### Project Design Strategies.

I designed my website based on “Keller’s ARCS Model” which are four steps of “Attention, Relevance, Confidence, and Satisfaction”. The ARCS Model were developed about 30 years ago and according to the article of “Use of the ARCS model in education: A literature review” ARCS model can be successfully applied to different geographic learners, different cultures, different education tools, and to different level of students (Li & Keller, 2018). According to the article of “A Multimethod Evaluation of Online Trust and Its Interaction with Metacognitive Awareness: An Emotional Design Perspective” (Pengnate & Antonenko, 2013), the emotional feeling created by the web pages is an important factor for the website design. Therefore, in the process of the creation of my website, the visual elements such as colors, pictures, videos, and layout were paid enough attention to catch up website visitors’ attention, as well as to raise up the learners’ trust. (Please see the design of homepage at below, for more screen shots of my website, please see Appendix I).



Figure 1. Initial homepage design.

I used the lotus flowers as the theme of the visual elements. Not only the home page (Figure 1) was designed with the big lotus flower, but also every page under different categories all were designed to have lotus flower. Please see the screen shots for Visual Classroom page, Vocabulary page, Sentence&Grammer page, and Culture Corner page at

Appendix H, and Contact page at Appendix I. On the sub menu, every step was also indicated by different lotus flowers, please see it at Appendix J. Not only that, the videos also included the lotus elements. I created a total of ten videos, five for language teaching and five for telling Chinese traditional stories. The openings of all the videos were created with lotus flowers. In addition to that, the settings were full of lotus flowers, either real lotus flowers (exterior) or wood screen crafted with lotus flowers as my background (interior). I chose glass lotus flower as the prop in my hand; and I also used lotus flowers to teach how to count and to say colors in Chinese.

In order to gain website visitors' trust, I designed the entire website including the videos not only using Lotus Theme, but also used traditional props when I designed the photos to describe the vocabulary when there was opportunity (please see the photo at below in Figure 2). In addition to that, my customs and settings were all designed according to Chinese traditional culture in my videos.

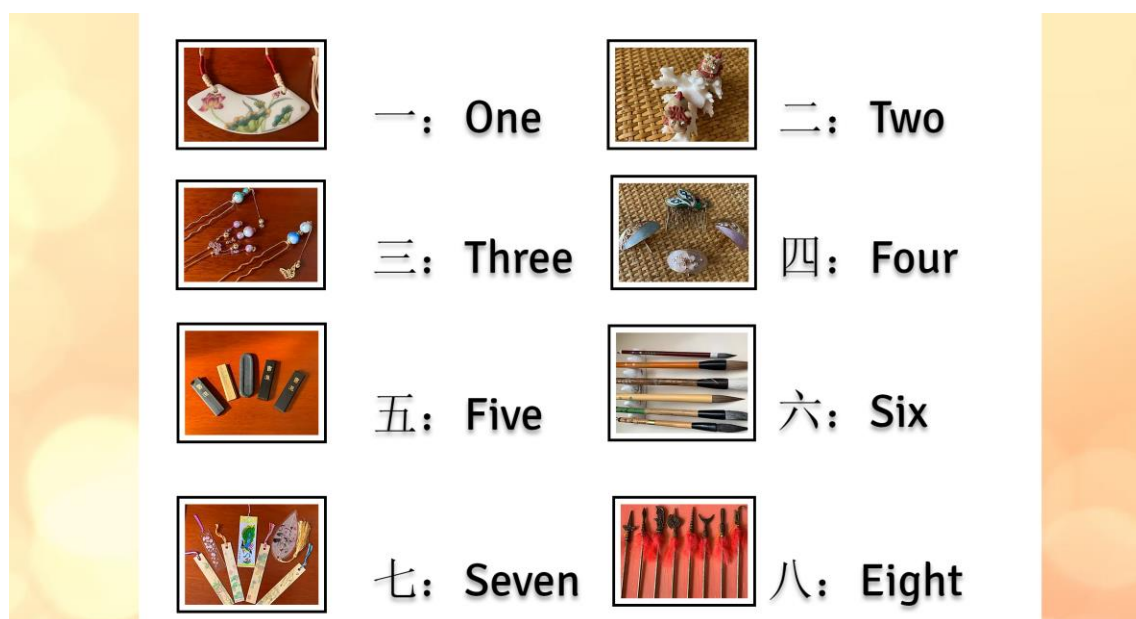


Figure 2. Video page

The designer also considered the animation as an important factor to create emotional feeling for the website visitors. To give website visitors a Magic feeling, I designed the website background with the yellow bubbles which keep moving slowly instead of steady picture. Besides that, the five book-like bottom menu was designed with folding in transition when the website was opened (Figure 3), as well as the lotus flower photos on the left side at the top of Vocabulary Pages (Figure 4) and Sentence & Grammar Pages (Figure 5) also with folding in effects looks like a book coming in. These can reminder the people who are using the website that this is a website for learning. Please see the photos at below (The first one is the Homepage, and the second and third one are the photos for Vocabulary Page and Sentence & Grammar Page).





Figure 3. The five book-like bottom menu folding in as the books coming in.



Figure 4. Left photo with the yellow frame folding in as a book coming in.



Figure 5. Left photo with the yellow frame folding in as a book coming in.



Videos were very important visual elements for my website. I created my website of “Happy Chinese – Magic Five Lessons” on WIX. For the videos, I filmed in Japan and USA, and used Final-Cut Pro to edit them and used YouTube to upload all the ten videos. Then I added the YouTube links onto this website to bring the two different tools into one place. As Cuddy (2010) mentioned, YouTube was a great tool for easy embedding into other social media formats. For the five language-teaching videos I embedded the videos directly onto the web pages under visual classroom page for each lesson (Figure 6), this way can keep the learners attention on the website to continue their learning.

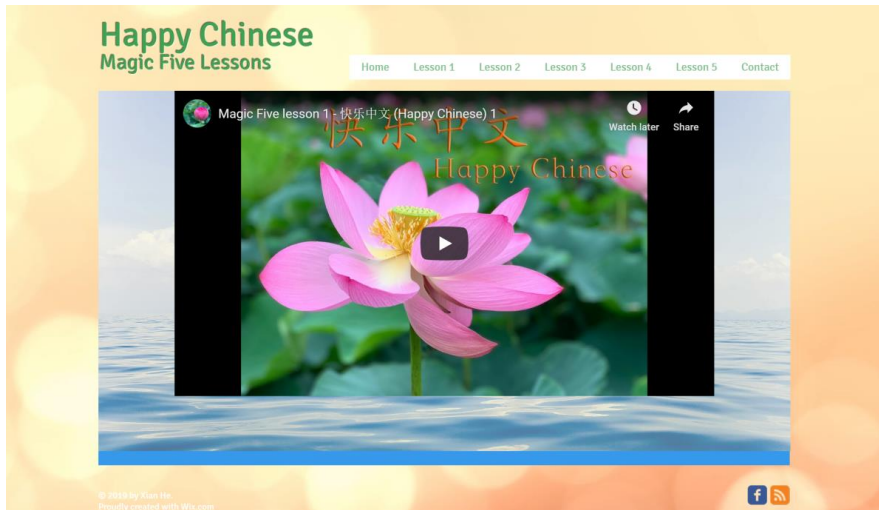


Figure 6. Visual Classroom page

For the five story-telling videos, I added the links to the lotus flower pictures on the Culture Corner pages (Figure 7), so by clicking there, the learners can watch the videos on a new tab on the YouTube channel; this way, the learners can enjoy listening to all five stories at once if they want.



Figure 7. Culture Corner page

According to the concept of Micro-Learning, I made all the ten videos under 3 mins. In addition, I also limited the numbers of vocabulary and grammar points on the web pages to avoid long-lasting pages.

To give users a good confidence, I created my website with clear layout to minimize the clicks on the website. And last but not the least, I designed the navigation in an easy and smooth enough way to build up the users’ satisfaction.

#### Procedures.

After my Master project got approved by IRB, I recruited nine participants. All the participants signed the Consent forms (Appendix F) and sent me back their signed Consent forms before they could begin their Pre-surveys. After I got the Pre-surveys, I conducted the Usability tests on Zoom. With the participants’ permission, I recorded the process of the Usability tests. Right after the Usability tests, I asked them to finish the Post-surveys. The researcher conducted three rounds of the Usability tests, and every round consisted of three participants. By examining the data from the first round, the researcher made revisions to the website. The researcher made revisions again after the second round; and did the final revisions after the third round. After I completed my Master project, I destroyed all the recordings of the three rounds Usability tests.

#### **Analysis & Results**

I collected both quantitative and qualitative data through the Usability Study. In Pre-surveys (Appendix B), I created nine multiple choice questions, and in Post-surveys (Appendix C), I created four multiple choice questions for collecting the quantitative data. And each survey had one last question for short answers to collect the qualitative data. Main method was the think-aloud protocols which were conducted on Zoom. Three participants joined each round of the usability test, and totally I conducted three rounds of the tests.

I created three scenarios for the usability tests. The first scenario had five tasks, and both the second and third scenario had one task. The first scenario was focused on the navigation of the whole website. The second scenario was mainly to test how easy to find the language teaching video on my website and if the link of the video worked or not. The third scenario was to test the usability of the video under Culture Corner on my website. Before we conducted the scenarios, I asked my participants a general question about how they feel about my homepage. After the seven tasks, I asked them two more general questions: how they felt about the images on the website, and would they recommend this website to their friends. Please see the Appendix D for the script of the Usability Test, which I read out loud to all my participants in order to make sure they all got same descriptions and the process of the tests.

#### **Pre-survey Data Analysis:**

The result from the first four questions (Figure 8, Figure 9, Figure 10, and Figure 11) showed that my participants came from different backgrounds, which was my goal.

1. Gender  
9 responses

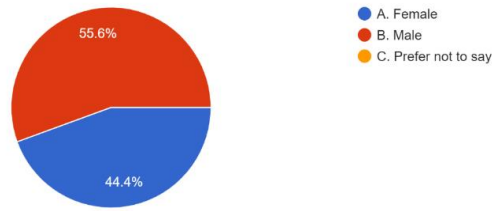


Figure 8. Gender

2. Age  
9 responses

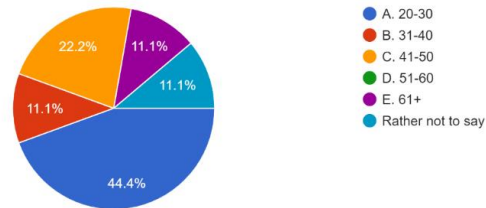


Figure 9. Age

3. Education background  
9 responses

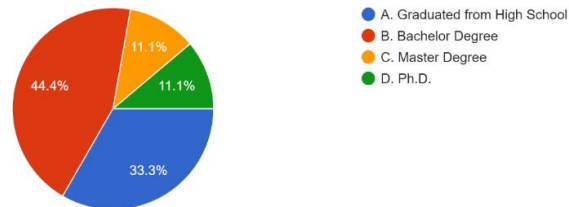


Figure 10. Education Background

4. Right now, I am ...  
9 responses

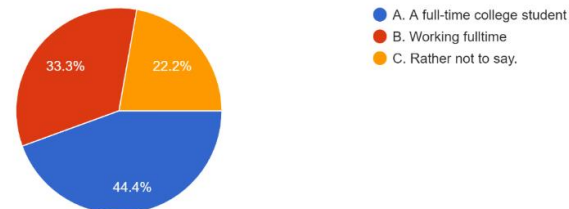


Figure 11. Career Background

From the question five to question seven (Figure 12, Figure 13, and Figure 14), the data showed that most of my participants had experience of learning a second language, and even heard the Pinyin system (pronunciation system of Chinese). In addition, most of them wanted to learn Chinese because of self-interests. This exactly was the characteristic of my target audiences.

5. I have learned a second language before  
9 responses

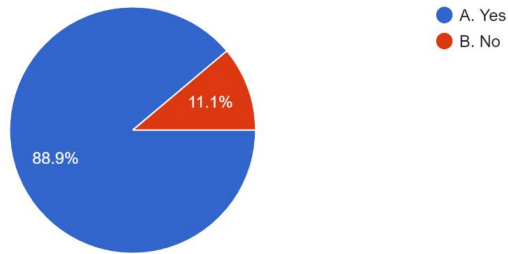


Figure 12. Second Language learning experience

6. I have learned Pinyin system or at least heard of it before  
9 responses

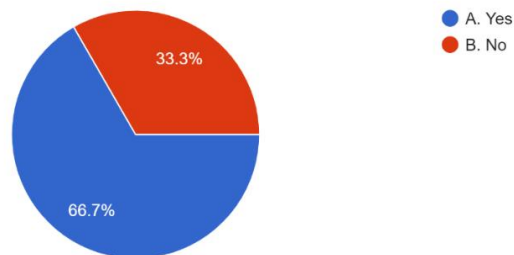


Figure 13. Pinyin system learning experience

7. I want to study Chinese because  
9 responses

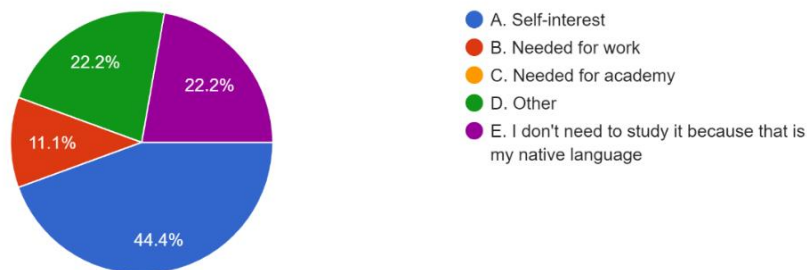


Figure 14. Interest to learn Chinese

The result of question eight and nine (Figure 15 and Figure 16) told me that my direction of designing the website was right, which was more focused on vocabulary and dialogue; and I aimed to help the learners make basic Chinese conversation (it didn't matter if the learners could talk fluently or not, but at least they could speak some basic everyday conversation) was also a right choice, because this website was just targeting to the Chinese Language beginners.

8. I think ( ) is the most important to me to learn a new language  
9 responses

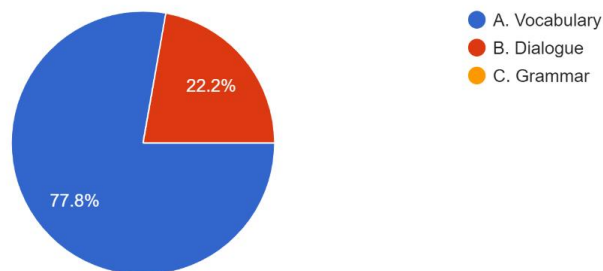


Figure 15. Important element for learning language

9. My goal of learning Chinese is to  
9 responses

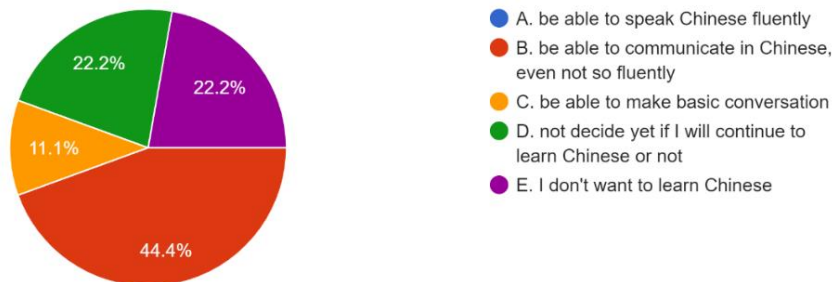


Figure 16. Goal of learning Chinese

The tenth question is a short-answer question asked the participants whoever likes learning Chinese please specific the reason. There were six people responded to it. Among them, I picked up some key words: culture, ancestry, interesting country. The result matched to my prediction of why Chinese Learning has a huge market demand. This also proved that adding the culture corner session to language teaching was a smart choice.

Post-survey Data Analysis:

The researcher used first question to ask the clarity of the website design, second question to test the easy of the navigation, third question to see how easy to access

videos, and fourth question to know how easy to find the content needed. The rating scale for each of these questions were from one to four: four is the full score if the participants think the website worked great, and one is the opposite to that. In general, from the data we can tell, the satisfaction of the learners was growing. For the first, second, and fourth question (Figure 17), they all reached full points at the third round. For the third question which was about videos (Figure 17), the third round didn't get full points, so I re-made my four videos and re-uploaded them onto YouTube channel.

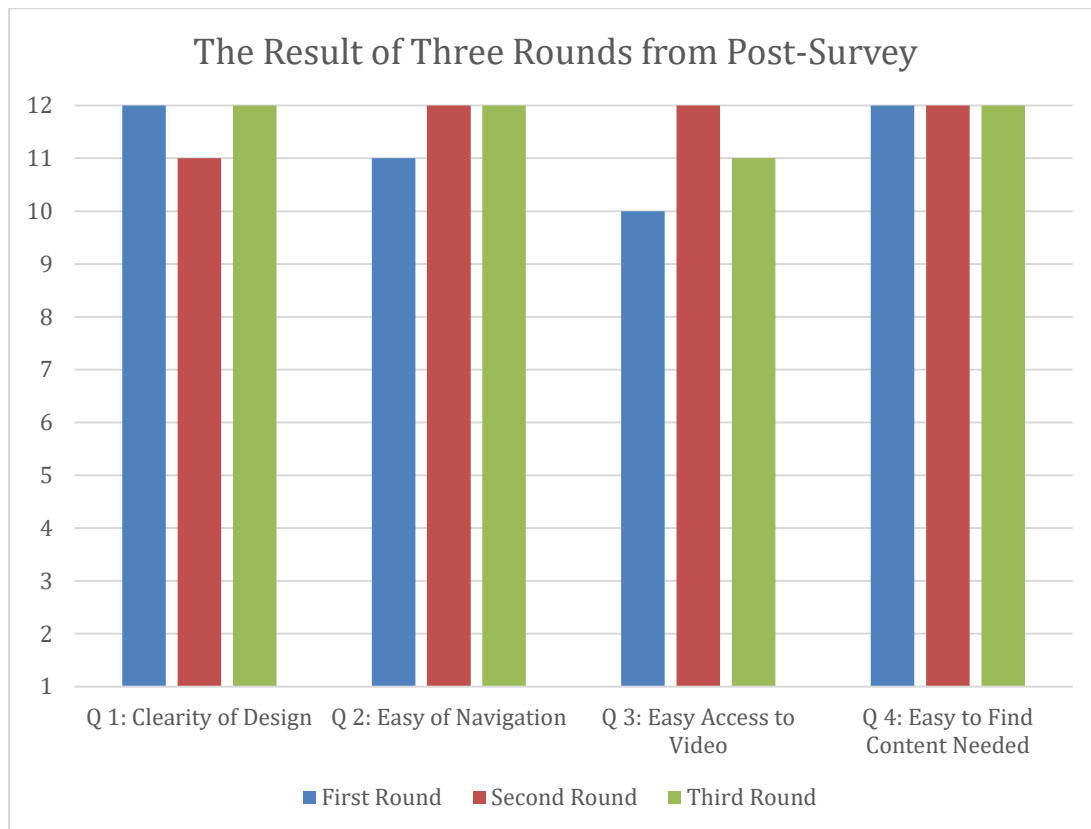


Figure 17. The result of three rounds from post-survey

At the first round, the navigation and easy access to videos questions got low points (Figure 18). Therefore, I more focused on fixing the problems of the links both for among different pages on this website, and to YouTube video links. At the second round, the points for both of the questions improved to full satisfaction, but there was low point for the website design (Figure 18). Therefore, the major changes I made after the second round were focused on Design. After the third round, only the question about videos got one point less than the full points (Figure 18), so I focused on changing videos. I made the decision of which parts to change all depended on the Usability Tests. The researcher will discuss the major changes in details under next category: Usability Protocols Data Analysis.



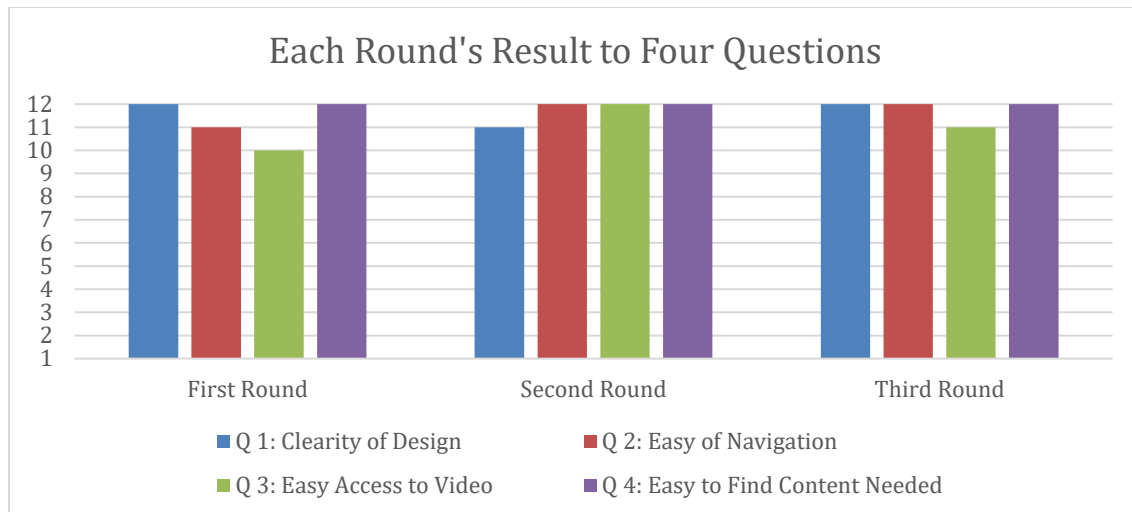


Figure 18. Each round's result to four questions from post survey

#### Usability Protocols Data Analysis:

I asked all my participants to think out loud through the usability tests. The data I collected were from what they said, and what I observed through this process. After the first round of Usability test, besides I fixed all the problems of the links, I also changed the big five titles from text-only to clickable buttons. I made this change because I observed several my participants tried to click there, but they couldn't open a new page. Then they went to click the top menu or bottom menu to get to the next page. The other major change I made was that I moved the five book-like bottom menu (Figure 19) upper, so they became a part into the big picture of the Lotus (Figure 20). Because two of the participants didn't realize key words “Happy Birthday” in the description at the bottom menu at first when they asked to find the video to teach that. In order to help that situation, I also enlarged the size of the fonts, and I added “Happy Birthday” onto the fifth big title, too.



Figure 19. First version of Homepage



Figure 20. Second version of Homepage

After the second round, I changed all the background for five lessons' Visual Classroom pages, Vocabulary pages, and Sentences & Grammar pages to identical to the background as the Homepage. This change made my website looks more unified. For the Culture Corner pages, I still used the previous choice which looked more culture-enriched Chinese style image, to distinguish these pages are for cultures. Please refer to Appendix H. One of my participants commented orally that the five big titles are hard to read due to either color or font style. So I changed both the font style and color. In addition, I added the squares to the five big titles to make them more clearly separated from background image (Figure 21).



Figure 21. Third version of Homepage

Interestingly, some of my participants in the third round mentioned that they loved the buttons of the five big titles on the homepage. After the third round, all the navigation,

design, and layout reached the satisfaction level to my participants. However, the question about the video didn't get full points, therefore I re-made four of my videos.

In general, I got very positive reactions to my website, especially many of my participants said they felt the images very beautiful, and more importantly through the whole website the images represented Chinese traditional culture feeling very well. For example, after the third round, one participant commented orally about the images “Beautiful. And consistent. Through the similar theme and colors, the website looks very complete.” The participants also wanted to recommend the website to their friends who want to learn Chinese. They said because of the easy navigation, clear layout, culture-enriched design, and only five lessons which are very easy to handle as beginners, they will definitely recommend this website. They also mentioned the lessons were very useful. A quote from one of the participants said, “Yes, I will definitely recommend this website, I do have a few friends want to study Chinese. I feel this website is very accessible, and easy to understand and navigate, and I like it gives a really basic look at how to start speaking Chinese.” I felt so satisfied with this result, because that was exactly the terminal goal of my website, targeting to beginners. Moreover, below are two quotes from my participants which were chosen from the answers to the Post-survey's fifth question: “The website's navigation is clear and easy to use.” and “I think it's an easy-to-understand and beautiful website for beginners learning Chinese.”

## **Discussion**

I developed the website based on the Microlearning concept, to divide the lessons into very small chunks with little content and few sections, for easy learning. Moreover, I created ten videos for this website, and all of them were under three minutes. The visual designs were also very important to gain users' trust by expressing the Chinese traditional feeling with images on the website. I conducted three rounds of usability tests with total nine participants. And according to each round of the result from the data analysis, I made revisions to my website. In general, this website got very positive results and reaction from my participants because of the clear layout, easy navigation and access to videos, and culture-enriched design. If we can imagine Chinese knowledge is the sky, and the learner is the Kite, then this website is the first blowing wind which raises the kite into the sky. Therefore, how many vocabulary or sentences the visitors really learned was not so important for this website, but how happy and successful experience the learners got from navigating through the website was the most important element for making the website a success.

## **Conclusion**

The Happy Chinese – Magic Five Lessons website improved through the process of the usability study. This will benefit more people in the future to make their decision to begin learning Chinese. In Chinese, there is one saying, “The starting point of everything is the most difficult part.” For people who have already decided they wanted to study Chinese, they will also be benefitted from this

website to easily gain basic Chinese language knowledge, and to explore very basic Chinese traditional culture. I hope through this website, more people can have more confidence to continue learning Chinese language and culture in the future.

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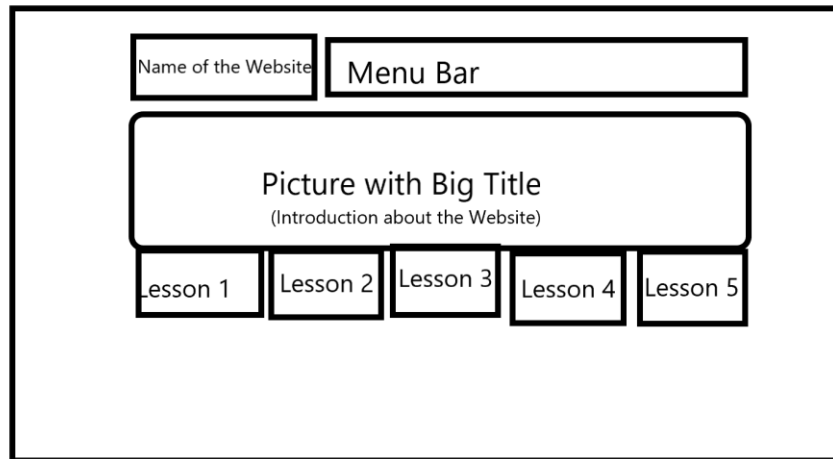
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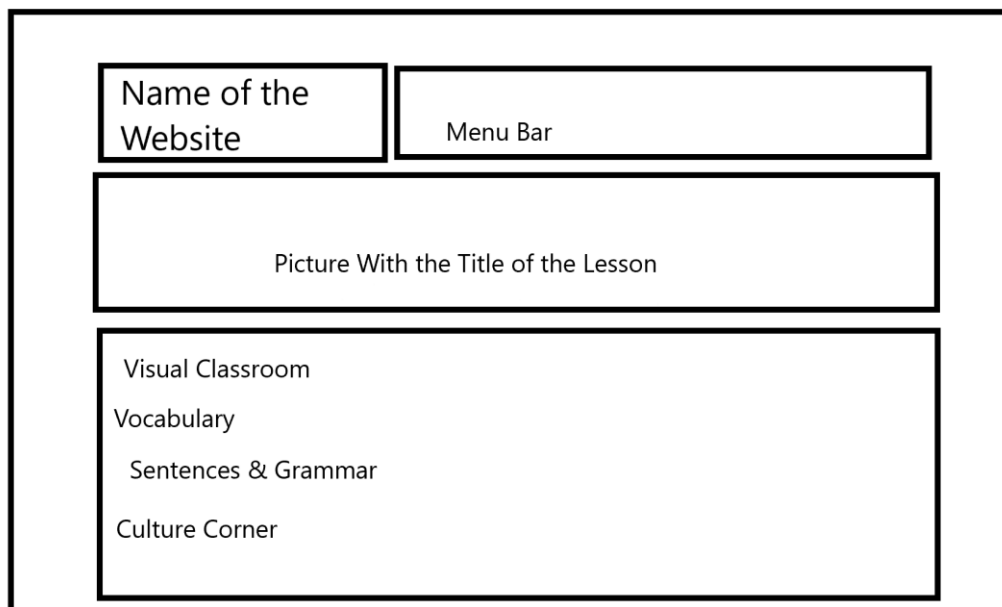
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## APPENDICES

### Appendix A: Wireframe for Homepage



Wireframe for the sub-menu page under Homepage (for Each Lesson will be the same layout)





Appendix B:

Pre-Survey Questions:

1. Gender  
A. Female B. Male C. Rather not to say
2. Age  
A. 20-30 B. 31-40 C. 41-50 D. 51-60 E. 61+ F. Rather not to say
3. Education background  
A. Graduated from High School  
B. Bachelor Degree  
C. Master Degree  
D. Ph.D.
4. Right now, I am ...  
A. a fulltime college student B. working fulltime C. Rather not to say
5. I have learned a second language before  
A. Yes B. No
6. I have learned Pinyin system or at least heard of it before  
A. Yes B. No
7. I want to study Chinese because  
A. Self-interest B. Needed for work C. Needed for academy D. Other  
E. I don't need to study it because that is my native language
8. I think ( ) is the most important to me to learn a new language  
A. Vocabulary B. Dialogue C. Grammar
9. My goal of learning Chinese is to  
A. be able to speak Chinese fluently  
B. be able to communicate in Chinese, even not so fluently  
C. be able to make basic conversation  
D. not decide yet if I will continue to learn Chinese or not  
E. I don't want to learn Chinese
10. If you like Chinese, please explain why you like it. If you don't like it, then you can skip this question.

Thank you very much for your time to take this survey. Your answers will be very important to this Usability Study.

Appendix C:

Post-Survey Questions:

1. How clear do you feel about the website’s design? (Very Clear: 4; Not Clear At All: 1)  
A. 4 B. 3 C. 2 D. 1
2. How easy do you feel about the navigation through the website? (Very Easy: 4; Not Easy At All: 1)  
A. 4 B. 3 C. 2 D. 1
3. How easy to access the videos? (Very Easy: 4; Not Easy At All: 1)  
A. 4 B. 3 C. 2 D. 1
4. How easy to find the content you look for on the website? (Very Easy: 4; Not Easy At All: 1)  
A. 4 B. 3 C. 2 D. 1
5. If you have any suggestion or comment for this website, please write at below.

Thank you very much for your time to take this survey. Your answers will be very important to this Usability Study.

Appendix D:

Script for Usability Study

Hi, XXX. My name is Hongwei Shimizu, and I’m going to be walking you through this session today.

Before we begin, I have some information for you, and I’m going to read it to make sure that I cover everything.

Since you got email from me before this test, you probably already have a good idea of why you are here, but let me go over it again briefly. I’m asking people to try using the website I created for learning basic Chinese language. I would like to see if it works as intended. The session should take about 15 minutes.

The first thing I want to make clear right away is that I’m testing the *site*, not you. You can’t do anything wrong here. In fact, this is probably the one place today where you don’t have to worry about making mistakes.

As you use the site, I’m going to ask you as much as possible to try to think out loud: to say what you’re looking at, what you’re trying to do, and what you’re thinking. This will be a big help to me.

Also, please don’t worry that you’re going to hurt my feeling. I’m doing this to improve the site, so I need to hear your honest reactions.

If you have any questions as I go along, just ask them. I may not be able to answer them right away, since I’m interested in how people do when they don’t have someone who can help. But if you still have any questions when I’m done I’ll try to answer them then.

And if you need to take a break at any point, just let me know. Do you have any questions so far?

OK, great. We’re done with the setup, and we can start testing out the site.

*(I will use chat feature of Zoom to send participants URL for website to be evaluated)*

Please start Screenshare by clicking on the “Share” link on bottom of the window. And please minimize the “Zoom” tab so that you can see the whole website.

I’m going to ask you to look at this page and tell me what you make of it: what strikes you about it, what you think this site does, and what you can do here. Just look around and do a little narrative. You can scroll if you want to, but don’t click on anything yet.

Thanks for doing that. You did a great job. Now I’m going to ask you to try doing some specific tasks. I’m going to read each one out loud. You should have received a copy of these in your email before this study.

I’m also going to ask you to do these tasks without using any search features. I’ll learn a lot more about how well the site works that way. And again, as much as possible, it will help me if you can try to think out loud as you go along.

### **Scenarios for Usability Study**

Frist Scenario: You are a Chinese learner who just started studying it by yourself. You have known the Pinyin system (Chinese pronunciation system) already. One day, you found this website online and you want to explore this website.

With that scenario in mind, here are some tasks for you:

Task 1: You are looking forward to take your first Chinese lesson, where you will click on the homepage in order to explore the Lesson one content?

Task 2: You want to learn the vocabulary about Self-introduction, where you will go on this website to find the content?

Task 3: After learn the vocabulary of Self-introduction, you want to learn some new sentences about Self-introduction, where will you click on?

Task 4: Come back to the homepage, you want to explore the last lesson’s grammar points, how will you find what you want to know?

Task 5: If you are more interested in Chinese culture, please find a page where you can learn the Chinese culture? (You may find all five, but you only need to show me how you find one of the five pages.)

Second scenario:

You will go to join a Chinese friend’s birthday party, and you want to learn how to say “Happy Birthday” to that friend in Chinese. You happen to find this website online now.

With that scenario in mind, here is the task for you:

Task: Find out the video which teach you how to say “Happy Birthday” in Chinese and watch it.

Third scenario:

You have already clicked into the Lesson 3 page, and instead of learning Chinese language, you want to know Chinese culture.

With that scenario in mind, here is the task for you:

Task: Find out the video which talks about Chinese culture under Lesson 3 and then watch it.

Thank you, that was very helpful.

We are done with the main questions, but I have two general questions to ask you.

First question: Do you like the images on the website and why?

Second question: Do you want to recommend the website to your friends or not, and why.

That's the last question, we are done now. Do you have any questions for me?

Please go ahead and stop screen sharing now. I want to thank you for your time and willingness to be a participant in this study.

## Appendix E:

The website will contain five lessons, and each lesson’s objectives are as below:

Lesson	Objective
1: Self Introduction	<ol style="list-style-type: none"> <li>1. Be able to say “Hello” in Chinese</li> <li>2. Know how to ask names and introduce themselves’ names</li> <li>3. Know how to introduce siblings</li> </ol>
2: Numbers	<ol style="list-style-type: none"> <li>1. Be able to count from One to Ten</li> <li>2. Be familiar with the difference in grammar of measure words’ system between Chinese and English</li> <li>3. Besides One to Ten, they can also learn how to say Zero as an extra content, so that they can know how to say telephone numbers</li> </ol>
3: Colors	<ol style="list-style-type: none"> <li>1. Be able to say basic colors in Chinese</li> <li>2. Be able to say some basic vocabulary such as Tree, Flower, Leaf, Sky, Cloud, Sea</li> </ol>
4: Hobbies	<ol style="list-style-type: none"> <li>1. Be able to say some basic hobbies’ words</li> <li>2. Be able to introduce their hobbies to friends</li> <li>3. Learn the sentence structure of “I like...”</li> </ol>
5: Fruits	<ol style="list-style-type: none"> <li>1. Be able say some basic fruit vocabulary</li> <li>2. Be able to say “Happy Birthday”</li> </ol>



Appendix F:

## **Consent Form for Usability Study of “Happy Chinese- Magic Five Lessons for basic Chinese Learning” Website**

Aloha! My name is Hongwei Shimizu and you are invited to take part in a research study. I am a graduate student at the University of Hawai'i at Mānoa in the College of Education. As part of the requirements for earning my graduate degree, I am doing a research project. I am making a website called “Happy Chinese – Magic Five Lessons” for basic Chinese learning, and my master project is the Usability Study for this website.

If you participate in this project, you will be asked to fill out a Pre-survey, a Post-survey, and a think aloud Usability test. Your participation in this project is completely voluntary. You may stop participating at any time. If you stop being in the study, there will be no penalty or loss to you.

The purpose of my project is to develop and evaluate the effectiveness of the website of Happy Chinese-Magic Five Lessons for basic Chinese learning. I am asking you to participate because you are very new to Chinese Language, or you are a web designer, or you are a language expert, and you have the tool available to get onto the website.

If you decide to participate in this research study, please kindly sign this Consent form and send it to my email. After I get your signed Consent form, I will send you the Pre-survey through email. It will contain ten questions: nine of them are multiple-choice questions and one is open-ended question. It will take about 15 minutes to complete. After you get the Pre-survey, please send it back to me in five days. At the same time, I will give you three choices of Usability testing dates and time, and please reply to me with your favorite choice. At the time you choose, the Usability test will be conducted on Zoom, and you will be asked for your permission to be recorded during the think aloud Usability test process. If you don't know how to use Zoom, I will arrange a time before the Usability test to show you how to use it. Right after the Usability test, you will be asked to fill out a Post-survey, which contains four multiple-choice questions and one open-ended question.

I believe there is little risk to you for participating in this research project. You may become uncomfortable answering any of the survey questions. If you do become uncomfortable, you can skip the question or take a break. You can also stop taking the survey or you can withdraw from the project altogether.

There will be no direct benefit and any compensation to you for participating in this survey. However, the results of this project may help improve the website of “Happy Chinese – Magic Five Lessons for basic Chinese learning” to benefit future online learners. So your time is spent very valuable.

I will not ask you for any personal information, such as your name or address. Please do not include any personal information in your survey responses. I will keep all study data secure. Only my University of Hawai'i advisor and I will have access to the information. Other agencies that have legal permission have the right to review research records. The University of Hawai'i Human Studies Program has the right to review research records for this study.

If you decide to participate in this research study, I need your permission to record the whole process of Usability study on Zoom. However, after I complete my Master project, I will destroy the recording. By sign below, you agree to participate in this research study, and you agree to give me the right to record.

---

Name of the Participant

---

Signature of the Participant

---

Date

Thank you very much for your great kindness of being a participant for my Master project. Please print or save a copy of this page for your reference.

Mahalo!

Appendix G:  
CITI Training Certificates:



Completion Date 01-Mar-2019  
Expiration Date 28-Feb-2022  
Record ID 30770092

This is to certify that:


**Hongwei Shimizu**

Has completed the following CITI Program course:

**Information Privacy Security (IPS)** (Curriculum Group)  
**Exempt Researchers and Key Personnel IPS** (Course Learner Group)  
**1 - Basic Course** (Stage)

Under requirements set by:

**University of Hawaii**



Verify at [www.citiprogram.org/verify/?waa650ef2-6622-4a2f-babc-a44efa1f0f51-30770092](http://www.citiprogram.org/verify/?waa650ef2-6622-4a2f-babc-a44efa1f0f51-30770092)



Completion Date 01-Mar-2019  
Expiration Date 28-Feb-2022  
Record ID 30770093

This is to certify that:

**Hongwei Shimizu**

Has completed the following CITI Program course:

**Human Subjects Research (HSR)** (Curriculum Group)  
**Exempt Researchers and Key Personnel** (Course Learner Group)  
**1 - Basic Course** (Stage)

Under requirements set by:

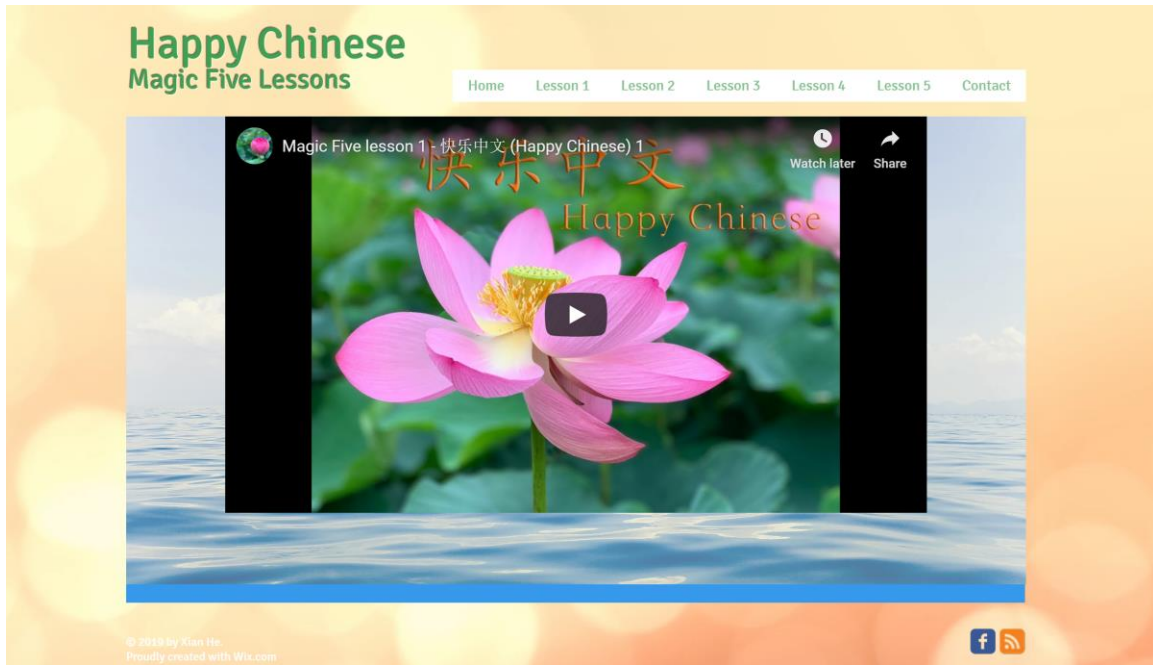
**University of Hawaii**



Verify at [www.citiprogram.org/verify/?web0502b8-b161-46b8-8803-4abcae00f2bc-30770093](http://www.citiprogram.org/verify/?web0502b8-b161-46b8-8803-4abcae00f2bc-30770093)

Appendix H:

Page for Visual Classroom:



Page for Vocabulary:



Page for Sentence & Grammar points:

# Happy Chinese

## Magic Five Lessons

[Home](#)
[Lesson 1](#)
[Lesson 2](#)
[Lesson 3](#)
[Lesson 4](#)
[Lesson 5](#)
[Contact](#)

### Sentences & Grammar - Lesson 1

Please learn the key sentences and Grammar points of Lesson 1. If you need to review the pronunciation, please go back to watch the Video of Lesson 1.




1. 你好！我叫快乐。

Page for Culture Corner:

# Happy Chinese

## Magic Five Lessons

[Home](#)
[Lesson 1](#)
[Lesson 2](#)
[Lesson 3](#)
[Lesson 4](#)
[Lesson 5](#)
[Contact](#)

### *The story of Zhaojun Wang*

Zhaojun Wang is one the four Great Beauties in Chinese history. She was born during West Han Dynasty, about two thousand years ago, in Hupei Province, China. She brought true peace for the people in both countries of Han and Xiongnu. Zhaojun Wang is highly respected generations after generations.

Please click on the *image of the lotus flower* at right side to watch the video about the story of Zhaojun Wang.



Appendix I:


Contact Page:





Appendix J:

Sub-menu Page:

	<b>Step 1- Visual Classroom of Lesson 1</b> Please click the image on the left to watch the video of Lesson 1.
	<b>Step 2 - Vocabulary</b> Please click the image on the left to learn the Vocabulary for self-introduction.
	<b>Step 3 - Sentences and Grammar</b> Please click the image on the left to learn the Sentences and Grammar points of this lesson.
	<b>Step 4 - Cultural Corner</b> Please click the image on the left to watch the video of a Chinese traditional story.